College of Education  Department of Counseling and Higher Education

Counseling Program

**COUN 3600 Therapeutic Play (section 001)**

**Fall 2022**

**Instructor: Madison Walker, MS, LPC-Associate Office hours**:

**Pronouns**: She/her/hers Tues 12-3pm & Wed 11-2pm

**Email**: Madison.Walker@unt.edu (By appointment only)

**Supervising Instructor: Natalya Lindo, PhD, LPC Office Phone**: 940-565-2910

Chair, Department of Counseling and Higher Education        **Office**: Welch Complex 2

Professor, Counseling Program

College of Education

**Email:** Natalya.Lindo@unt.edu

**Class Meetings:** Tuesday/Thursday 8am-9:20am

**Class Location:** Lang 202

**Welcome to Therapeutic Play!**

My name is Madison and I am a fourth-year doctoral student and your instructor for this course. I am looking forward to this semester and the ability to share more about the exciting world of therapeutic play! My intention for this course is to create a collaborative and non-judgmental learning environment that encourages growth and learning, not only in relation to the course materials, but as individuals as well. As a facilitator to your learning process I seek to work with you and your classmates to help develop an environment and learning materials which best support your growth and which are meaningful to you. Our class time will include didactic and experiential learning opportunities in addition to discussions and group assignments. I look forward to this semester and the growth and learning we will do together.

**Catalog Description**

**Credit Hour(s):** 3

**Prerequisite(s)**: None

Didactic experience in how to be a therapeutic agent in children’s lives. Students are introduced to the fundamental concepts and models of therapeutic play and building therapeutic relationships with children. Students are also introduced to basic child-centered play therapy principles and training requirements. Observations of play therapy sessions are required.

**Course Objective**

The purpose of this course is to familiarize students with the theory and practice of therapeutic play and the benefits of play throughout the developmental lifespan. Additionally, students will gain an understanding of child development and how to integrate such considerations into working with children.

**Learning Objectives**

**Upon successful completion of this course, students will be able to:**

1. Demonstrate an understanding of the importance of play in early childhood and its influence on physical, cognitive, and social-emotional development

2. Discuss influential theorists, and organizations that shaped the history of child development and therapeutic play

3. Compare and contrast between major theories of Play Therapy

4. Differentiate between the developmental stages of children and children’s play

5. Identify developmentally appropriate play therapy toys and materials

5. Analyze issues of cultural diversity and how that affects play therapy and therapeutic relationship

6. Summarize rationale for play therapy

7. Demonstrate effective skills for working with children including reflection of feeling and content, limit setting, choice-giving, esteem building responses, and encouragement

8. Observe, explore, and facilitate greater play experiences with children in their environment

9. Conduct research of literature to advance knowledge of play therapy

###### **Methods of Instruction**

###### This integrative, discussion-based course is designed to be highly interactive and experiential. Students will be invited to participate in numerous ways such as role-plays, discussions, and experiential activities. Class readings will be supplemented with classroom lectures, experiential activities, discussions, videos, guest speakers, and student presentations. Please see the instructor as soon as possible if you have unique needs or concerns with any aspect of this course. If at any time, you find it difficult to utilize our time together for your benefit, I invite you to discuss it with me so that we can improve the experience and make it worth our effort and time.

###### **Sharing & Confidentiality**

In this course, each student is required to reflect on one’s own developmental journey. This reflection will involve self-examination and sharing of personal information with the class. It is important that students strive to be appropriate in personal sharing. To promote an emotionally safe learning environment, each student will be asked to maintain confidentiality of others’ personal material shared in class; however, confidentiality cannot be guaranteed. Therefore, each student should be mindful of what one chooses to share. Each student is encouraged to take risks and to challenge oneself while maintaining personal boundaries that are important to one’s continued wellbeing and development as a professional in training and a person.

Discussions, exercises, activities, and presentations in this course may elicit unexpected emotions and memories or uncover previously hidden psychological processes that students may find unsettling. If at any time you feel that you are overwhelmed, please feel free to leave the room, pass from the current activity, and/or talk with the instructor. If you would like counseling to address personal concerns, you may contact UNT’s Counseling & Testing at (940) 565-2741 or seek personal counseling at your own expense.

**Required Texts**

Axline, V. (1967). *Dibs: In search of self*. Ballentine Books.

Frost, J. L., Wortham, S. C., & Reifel, S. (2011). *Play and child development* (4th ed.). Pearson.

Landreth, G. L. (2012). *Play therapy: The art of the relationship* (3rd ed.). Routledge.

**Attendance & Class Participation**

Students are expected to attend class meetings regularly and to abide by the attendance policy established for the course. It is important that you communicate with the instructor prior to being absent, so you and the instructor can discuss and mitigate the impact of the absence on your attainment of course learning goals. Please inform the instructor if you are unable to attend class meetings because you are ill, in mindfulness of the health and safety of everyone in our
community.

**Students who have more than 10 absences throughout the semester will receive a grade deduction on their final grade.** The above policy is intended to allow for reasonable accommodation in case of illness, family emergencies, or transportation problems. Individuals who choose to use non-penalized absences for other situations risk not having allowable absences available when needed. **Accommodations will only be made in situations when all absences are severe, extenuating, and documented. Students are responsible for ALL material and assignments covered on days they are absent.** In the event of an absence, please contact a classmate to get pertinent class notes, handouts, etc. Please refrain from texting, emailing, or communicating on the internet during class time. Should you need to make an important phone call or respond to an emergency please step out of class quietly.

Class participation points are determined by attendance, punctuality, engagement of in-class discussions, and participation during in-class exercises. This class will be highly experiential, therefore active engagement is critical for success in this course. The counseling profession is one requiring skill to stay open and engaged with clients, and class participation will be designed to help students identify and strengthen these skills.

Students will gain the most from this class by being present and participating fully in all classes, discussions, and activities. Students are expected to come to class prepared and having completed readings in advance. Students are expected to attend all scheduled classes during this semester. However, circumstances may arise, and absences are sometimes unavoidable. Please notify the instructor of absences in advance, if possible.

**Lateness/leaving early**: Class will begin promptly at the scheduled time and end at the scheduled time. The instructor may choose to document late arrivals and early departures as 1/2 absences.

**Observation of Religious Holy Days**: If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

**Course Assignments/Assessments**

(Assignments will also be posted on Canvas)

1. Class Attendance & Participation 10 points
2. Pre-Assessment & Post-Assessment in Play Therapy (15 points each) 30 points
3. Online Discussion Board (via Canvas) 10 points
4. Group Project 30 points

**E.** Recorded Play Session 10 points

**F.** Multicultural Play Kit and Reflection Paper 10 points

 **Total** **100 points**

 **Final Grade: A = 100-90; B = 89-80; C = 79-70; D = 69-60; F = 59 and below**

1. **Class Attendance & Participation (10 points):**

Class will take place in-person, and students are expected to show up to class on time and be present during the whole class period. Students are expected to come prepared by having read and reflected on the reading assignments, timely submission of course assignments, and active engagement with instructors and peers. Additional reading assignments not included on the syllabus may be assigned throughout the semester and provided by the instructor. Class participation points are determined by attendance, punctuality, engagement of in-class discussions, and participation during in-class activities. **Assessment is ongoing and will be evaluated using the following criteria**:

* **Excellent (9-10)** – Student proactively participates in class by initiation, original ideas/insight, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration (This does NOT mean dominating discussion – or using a lot of words that say a little).
* **Satisfactory (8-8.9)** – Reactive participation: Supportive and follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion rather than in-depth thought.
* **Minimally Acceptable (7-7.9)** – Passive participation: Present and awake but not involved and invested.
* **Unsatisfactory (0-6)** – Uninvolved or detracts from the learning environment.
1. **Pre-Assessment & Post-Assessment (30 points):**

Pre-Assessment: At the beginning of the semester, students will complete a pre-assessment that consists of preliminary knowledge of course content, personal and academic goals for course, needs for course, and anticipated contributions to the course experience. The self-assessment must be 2-3 pages, in APA 7th format, **Due Tuesday 9/6 by 11:59 pm**. Questions to consider:

1. What were your initial thoughts when enrolling in this course? What are you hoping to gain/experience?
2. What familiarity, if any, do you have with play therapy and/or child development? This can include prior/current experiences with working with children, prior knowledge on child development, etc.
3. What skills do you believe would be important as a play therapist?
4. What do you believe would make this course helpful for you? In what ways would you feel most supported?
5. In what ways do you hope to contribute to the class?

Post-Assessment: Towards the end of the semester, students will complete a post-assessment that consists of the knowledge gained from the course, their learned experiences related to therapeutic play, how they intend to integrate the course content into their professional and personal lives, and the areas in which they experienced the most learning and growth. The self-assessment must be 2-3 pages, in APA 7th format **Due Thursday 12/8 by 11:59 pm**. Questions can include:

1. What do you believe changed for you, when reflecting on your initial thoughts/expectations for this course?
2. What benefits and challenges did you find most insightful when exploring facets of play therapy?
3. How do you intend to incorporate the knowledge in this course into your personal and professional life?
4. What aspects of the content or course experiences did you find most/least helpful?
5. **Online Discussion Board (10 points, 1.25 each):**

Students are expected to write/reflect before and/or after a presented topic as another way to interact with the information being presented in the course. Discussion contributions can include: (1) insight and thoughts regarding the course content, (2) questions regarding the course content and information, (3) alternative ways of thinking about lecture content, (4) personal reactions about how class content is relevant to your life, (5) questions or suggestions related to the class material.

**Expectations:** Each student is expected to submit a minimum of 8 original posts (1 for each week of the post assigned) and respond to at least two peers during the week discussions are due. Please note that your online discussion posts must be between 250-500 words, unless otherwise stated. Your responses to classmates and the instructor can be between 50-250 words. **Discussions** **will be due by Friday at 11:59 pm**.

**D. Multicultural Play Therapy Kit & Reflection Paper (10 points)**

Based on the readings, play therapy videos, and virtual tour of the playrooms, students will design a multicultural play therapy kit. Student groups will design a kit including developmentally and culturally appropriate toys for a specific identified population or a diverse population. The kit must incorporate items from each section of the **required categories of toys** (Appendix A). Student groups will create a presentation of their kit in which they will provide examples of the toys or materials in addition to a rationale why they have chosen to include these items in their kit. Students will also submit an individual/personal 1–2-page paper focused on their experience with developing the play therapy kit, its relevance, and cultural/developmental considerations. Presentation and paper must be in APA 7th format, Due **Tuesday 11/15 by 11:59 pm**.

**E. Group Project (30 points):**

Students will establish a group of five students to plan, develop, and create a project that demonstrates their learning and understanding of a specific area of play therapy. The projects should be research-based with a focus on **Multicultural and Social Justice Issues in Play Therapy**. Students will read available research articles that indicate play therapy; filial therapy; child-parent-relationship therapy; and any other empirically validated intervention for the selected population/concern. **This project may not be an assignment from another course. Students must submit their group decisions (selected topic, group members etc.) and gain approval from the instructor by 10/20.** Students will have the opportunity for two allotted in-class working days. Each group will create a presentation for 20-30 minutes discussing the points given below.

 **Format for Presentation:**

1. Begin with why the group selected the population/concern
2. Discuss brief history of population/concern
3. Current statistics related to the population/concern (if applicable)
4. Interventions utilized with selected population/concern
5. Considerations of toys based on cultural identities of the population
6. Important play concepts that are relevant to the population/concern
7. Necessary adaptations to toys or playrooms based on population/concern
8. Include aspects of Social Justice and how you will advocate for the population
9. Conclude with what you took away from learning more about the population/concern
10. Include in-text citations and references in APA 7th edition format

**F. Recorded Play Session (10 points)**

Students will arrange one **15–20-minute** recorded play session demonstrating the skills and techniques learned in class. Your play session should be held with a **3 to 8-year-old child**, other than your own, at your home, a kindergarten room, or other settings with toys. **Please obtain approval and written consent from the child’s parent/legal guardian form prior to conducting your play session (Appendix B).** Students must also consult with the instructor to determine their plans for this assignment. Recorded sessions will be submitted through protected OneDrive to the instructor to receive a grade and written feedback. Please submit a copy of the **signed parent permission form** for your selected child through Canvas. **Due on or before 11/29 by 11:59 pm.**

**NOTE:** If you do not have the opportunity to conduct a play session with a child, please email the course instructor in advance for alternative options.

**Other Requirements and Special Note of Instruction**

**Expectations**

Students are expected to submit assignments to Canvas **no later than** **11:59 pm** on the due date assigned unless stated otherwise. Extensions will be granted at the discretion of the instructor PRIOR to the due date of the assignment. No extensions will be granted the day an assignment is due or after the due date. Late assignments will be penalized .5 points for *each day* they are late. Assignments turned in more than 1 week past the due date will not be accepted for credit.

 Cell phones and other electronic devices must be silenced during class for the respectful learning of all, unless otherwise requested/approved. Students who need to respond to an emergency call may leave the class with minimal disruption.

**SYLLABUS ADDENDUM**

**Succeed at UNT**:

· Show Up
· Find Support
· Take Control
· Be Prepared
· Get Involved
· Be Persistent

**Academic Integrity and Academic Dishonesty**

Academic Integrity is defined in the UNT Policy on Student Standards for Academic Integrity. Academic Dishonesty includes cheating, plagiarism, forgery, fabrication, facilitating academic dishonesty, and sabotage. Any suspected case of Academic Dishonesty will be handled in accordance with University policy and procedures. Possible academic penalties range from a verbal or written admonition to a grade of “F” in the course. Further sanctions may apply to incidents involving major violations. The policy and procedures are available at: <http://vpaa.unt.edu/academic-integrity.htm>.

**Acceptable Student Behavior**

Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct.  The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc.  The Code of Student Conduct can be found at <https://studentaffairs.unt.edu/dean-of-students>

**Disability Access**

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student.  For additional information see the Office of Disability Access website at <https://studentaffairs.unt.edu/office-disability-access>. You may also contact them by phone at 940.565.4323.

**EagleConnect**

All UNT students should activate and regularly check their EagleConnect (e-mail) account. EagleConnect is used for official communication from the University to students. Many important announcements for the University and College are sent to students via EagleConnect. For information about EagleConnect, including how to activate an account and how to have EagleConnect forwarded to another e-mail address, visit <https://eagleconnect.unt.edu>. This is the main electronic contact for all course-related information and/or material. **I will answer emails within 24-48 hours from/to the university’s official email account, EagleConnect. Emails sent after 5:00 PM on Fridays will be responded to on the following business day (Monday).**

**Emergency Notifications and Procedures**

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

**Observation of Religious Holy Days**

If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

### **Retention of Student Records**

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about students’ records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University’s policy.

**Sexual Discrimination, Harassment, & Assault**

UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. Because of Texas Senate Bill 212, as a UNT employee, I am required by law to report sexual misconduct, relationship violence, stalking, and crimes. I cannot keep those things confidential if you reveal any of those to me. If you need a confidential resource available on campus or in the local community then I can refer you.

UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

UNT’s Dean of Students’ website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: <https://studentaffairs.unt.edu/survivor-advocate> .  UNT’s Student Advocate can be reached through e-mail at [SurvivorAdvocate@unt.edu](http://SurvivorAdvocate@unt.edu) or by calling the Dean of Students’ office at 940-565-2648.  You are not alone.  We are here to help.

**Student Perceptions of Teaching (SPOT)**

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13 and 14 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the spot website at [www.spot.unt.edu](http://www.spot.unt.edu) or email spot@unt.edu.

**COURSE SCHEDULE**

(Instructor holds discretion to modify course schedule, as applicable)

|  |  |  |
| --- | --- | --- |
| Week | Class Content | Readings/Assignments  |
| WEEK 1 | Introduction & Overview of Course |  |
| 8/30 | Introduction, Syllabus Overview, & Classroom Norms & Agreements |  |
| 9/1 | Introductions & Syllabus Review Cont.Review APA 7th & Library Resources  | Due: Discussion Post 1 |
| WEEK 2 | History & Theories of Play |  |
| 9/6 | History of Play | Frost, Ch. 1Due: Pre-Assessment in Play |
| 9/8 | Theories of Play | Frost, Ch. 2Axline, Ch. 1-5 |
| WEEK 3 | Neuroscience and Play |  |
| 9/13 | Neuroscience and Play | Frost Ch. 3Axline, Ch. 6-9 |
| 9/15 | Neuroscience and Play Cont. | Axline, Ch. 10-12Due: Discussion Post 2 |
| WEEK 4 | Adverse Childhood Experiences & Dev. Play |  |
| 9/20 | Adverse Childhood Experiences (ACEs) | Axline, Ch. 13-15 |
| 9/22 | Developmental Play: Infants & Toddlers | Frost, Ch 4.Axline, Ch. 16-19 |
| WEEK 5 | Developmental Play (Cont’d) |  |
| 9/27 | Developmental Play: Preschool Years | Frost, Ch 5.Axline, Ch. 20-21 |
| 9/29 | Developmental Play: School Age Years | Frost, Ch. 6Axline, Ch.22-24; EpilogueDue: Discussion Post 3 |
| WEEK 6 | Introduction to Play Therapy |  |
| 10/4 | *Dibs in Search of Self* Discussion Introduction to Play | Landreth, Ch. 2 & 4 |
| 10/6 | Child-Centered Play Therapy | Landreth, Ch. 5 |
| WEEK 7 | Toys and Development |  |
| 10/11 | The Play Therapist | Landreth, Ch. 6 |
| 10/13 | Toy Materials and Play Environment | Landreth, Ch. 8Frost, Ch. 9Due: Discussion Post 4 |
| WEEK 8 | Mid-Semester Check-In |  |
| 10/18 | Mid-Semester Check-InClinic Playroom Tours |  |
| 10/20 | In-Class Working Day (Group Projects/MC Kit) | Due (in class): Group project decisions for instructor approval  |
| WEEK 9 | Reflections and Esteem-Building |  |
| 10/25 | Tracking Behaviors, Reflecting Content, and Feeling | Landreth, Ch. 10 |
| 10/27 | Esteem-building and Encouraging | Landreth, Ch. 10Due: Discussion Post 5 |
| WEEK 10 | Counseling Skills |  |
| 11/1 | Limit Setting and Choice Giving | Landreth, Ch. 11 |
| 11/3 | In-Class Working Day (Group Projects/MC Kit) |  |
| WEEK 11 | Multicultural Play |  |
| 11/8 | Gender and Culture in Play Therapy | Frost, Ch. 7 |
| 11/10 | Play and Disability/ Technology in Play Therapy | Frost Ch. 10, 11Due: Discussion Post 6 |
| WEEK 12 | Professional Development |  |
| 11/15 | Training and Supervision, Licensure, and Certification in Play Therapy | Due: MC Play Kit & Reflection Paper |
| 11/17 | Guest Lecturer/Special Topic (TBD) | Due: Discussion Post 7 |
| WEEK 13 | Special Topic |  |
| 11/22 | Special Topic (TBD) |  |
| 11/24 | Holiday Break – NO CLASS |  |
| WEEK 14 | Group Presentations |  |
| 11/29 | Group Presentations 1 & 2 | Group Project due prior to presentationDue: Recorded Play Sessions |
| 12/1 | Group Presentations 3 & 4 | Group Project due prior to presentationDue: Discussion Post 8 |
| WEEK 15 | Group Presentations |  |
| 12/6 | Group Presentation 5 | Group Project due prior to presentation |
| 12/8 | Class Closure Activity | Due: Post Assessment in Play |
| WEEK 16 | Finals Week |  |
| 12/13 | No Class |  |
| 12/15 | No Class |  |

**Appendix A**

**List of Recommended Toys and Materials for the Playroom**

(Landreth, 2012, pp. 167-169)

**Real-Life Toys**

* Barbie Doll and clothes
* Dolls, baby clothes
* Baby bottle
* Pacifier
* Doll bed, clothes, blanket
* Soap, brush, comb
* Doctor/Medical Kit
* Medical items (stethoscope, Band-Aids, mask, gloves)
* Telephone (two)
* Dollhouse
* Dollhouse furniture
* Doll family (bendable)
* Cash register & play money
* Vehicles (school bus, truck, car, airplane, tractor, boat, ambulance)
* Puppet theater
* Hand puppets (doctor, nurse, police officer, mother, father, sister, brother, baby, alligator, wolf)
* Chalk board (chalk, colored chalk, & eraser)
* Dress up clothes
* Purse and jewelry
* Toy watch
* Hats: fireman, policeman, tiara, crown
* Play camera
* Binoculars
* Flashlight
* Broom, dust pan
* Play kitchen (stove, refrigerator)
* Pots, pans, silverware
* Dishes
* Cereal boxes
* Empty food cans
* Toy food
* Rags, old towels
* Zoo animals and farm animal families
* Stuffed animals (two or three)
* Tinker toys

**Acting-Out Aggressive Toys (also promote imaginative play)**

* Dart guns
* Toy noise making gun
* Rubber knife
* Rope
* Egg carton
* Toy soldiers and army equipment
* Inflatable bop bag (Bobo)
* Mask (Lone Ranger type)
* Handcuffs with a key
* Aggressive toys animals (rubber snake, alligator, spider, other insects, shark, dinosaurs)
* Work bench/Pounding bench, hammer

**Toys for Creative/Emotional Expression**

* Play-Doh
* Crayons
* Markers
* Blunt scissors
* Transparent tape, non-toxic glue
* Crayons, pencils, paper
* Construction paper (several colors)
* Egg carton
* Tissues
* Popsicle sticks
* Watercolor paints
* Ring toss game
* Soft foam ball
* Drum
* Cymbals
* Xylophone
* Building Blocks (different shapes and sizes)
* Sandbox, shovel, pail, funnel
* Easel, paints, paper, brushes

**Appendix B**

**Play Session Parent Request Form**

Dear parent/guardian,

Your child is being asked to participate in \_\_\_ play session (s) with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ as part of a course requirement for **COUN 3600- Therapeutic Play** at the University of North Texas.

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ will **NOT** be conducting play therapy with your child. Rather, he/she will be practicing basic play language and skills learned during the semester. For supervision/grading purposes, the play session (s) will be video /audio recorded. Your child’s identity will not be revealed, and the recording will be destroyed at the end of the semester.

Please sign this form as an indication of your consent. If you have any questions or concerns, please contact [instructor’s name and email].

Parent Signature

Date

Student Signature

Date